

NEW JERSEY

2000-2001

Guidelines and
ApplicationBEST
PRACTICESDeadline for Application to County Office:
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category Gifted and Talented Programs (Application is limited to one category. See page 3 for details.)
Practice Name Challenge Through Enrichment Program, Kids' Cafe
Number of Schools with Practice 1 (If more than one school or district, read and complete information on page 2.)

County	<u>Somerset</u>		
District (Proper Name)	<u>Bridgewater - Raritan School District</u>		
Address	Street/P. O. Box <u>836 Neumanns Lane, PO Box 6030</u>		
	<u>City Bridgewater</u>	<u>NJ</u>	<u>08807</u> Zip Code
Telephone	<u>908-685-2777</u>	Fax	Email
Chief School Administrator	<u>Dr. Stephen L. Sakolow</u>		
Nominated School #1 (Proper Name)	<u>Adamsville School</u>		
Address	Street/P. O. Box <u>400 Union Avenue</u>		
	<u>City Bridgewater</u>	<u>NJ</u>	<u>08807</u> Zip Code
Telephone	<u>908-528-6440</u>	Fax <u>908-725-0610</u>	Email
Principal	<u>Veronika Winkler</u>		
Program Developer(s)	<u>Judith Wood</u>		
Application Prepared By	<u>Veronika Winkler</u>		
Chief School Administrator's or Charter School Lead Person's Signature	<u>Stephen P. Sakolow</u>		

APPROVED BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY
Approved: ☒ Yes ☐ No County Superintendent's SignatureDavid Livingston

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages**. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. The original and seven copies of the application must be submitted to the county superintendent of schools by **November 27, 2000**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels K-3 _____ _____ _____ _____ _____	Practice Name <u>Challenge Through Enrichment</u> <u>Program, Kids' Cafe</u> Number of Schools with Practice _____ Number of Districts with Practice _____ Location _____ Urban/City _____ Suburban With Urban Characteristics _____ Suburban <input checked="" type="checkbox"/> Small City/Town _____ Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Educational Technology <input checked="" type="checkbox"/> Gifted and Talented Programs <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.
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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

“All children need opportunities to explore and investigate their interests and talents; to experience the intrinsic joy of learning that every student possesses.” (Armstrong, T. 1999) Four years ago, The **Challenge Through Enrichment Program, Kids' Cafe** was created when Eagle Catcher, Daniel, proposed that kids “need a place to show off their stuff.” The twenty other Eagle Catchers, representatives of the first through third grade classes, heartily agreed. A teacher leader was quickly found to help organize the program. Daniel's idea coincided with the school's initiative to develop additional opportunities for all students to participate in enrichment activities that would cultivate students' interests and talents based on Renzuilli's Schoolwide Triad Model for Enrichment. In the Triad Model, Renzuilli proposes that all students are part of the talent pool, and therefore, should be involved in a variety of enrichment experiences. Often, these enrichment experiences are launched by the teacher. However, students frequently initiate their own enrichment activities, if encouraged by their instructors. Renzuilli's Triad Model, combined with Howard Gardner's Theory of Multiple Intelligences and the NJ Core Curriculum Standards, provide the theoretical framework and foundation for developing the program.

Kids' Cafe provides the time, space, motivation and an audience for students to try new things, investigate interests, and share with others. *Kids' Cafe* is open four times a year, for two to three days during lunch periods. Students may elect to exhibit such things as artwork, assorted constructions, poems, collections, and projects or they may decide to perform such things as magic tricks, dances, songs and instruments, skits, and jumping rope. Some children do multiple activities. Weeks before the scheduled *Kids' Cafe* students submit an application form to the teacher leader describing the activity and listing the materials needed. During this period, the children are busy thinking about, planning, organizing and practicing their presentations. An air of discovery and excitement hangs over the entire school as students begin revealing their intentions.

The excitement that exists before each *Kids' Cafe* lingers on for days after its conclusion as students, teachers, and parents reflect on the activities and exhibits presented. Numerous letters and congratulatory notes are written to participating students. For example, everyone was amazed when special education student, John, decided to improvise a dance routine. Some teachers worried that the other children might laugh at his attempt. Instead, he was an overwhelming success. The applause he received was thunderous. A similar situation occurred when Joseph and his friend Kyle, both special education students, decided to act out their favorite Calvin & Hobbs cartoon. No one realized how talented these boys were until that moment. *Kids' Cafe* is a genuine way for honoring and celebrating efforts of all students.

Kids' Cafe reveals the ideas and activities that really interest and excite students. Howard Gardner's Theory of Multiple Intelligences becomes evident through the activities the students choose to do in Cafe. For instance, it is obvious that many youngsters prefer and excel in physical activities such as juggling, Karate, and jumping rope, while others favor writing poems, playing the piano, constructing models, or painting watercolors. Some students try many different things until they find something they feel comfortable with.

Now, mentors and experts are located to work with students who shared similar interests. For instance, when Candice brought her angora rabbit, Sweetie, to *Kids' Cafe*, she aroused a lot of interest. Noting this, the teacher leader worked with Candice to arrange for a 4H leader, who specializes in raising rabbits, to visit the school to meet with Candice and the other twenty students who signed up to participate in this workshop session. Since then, the teacher leader arranges for mentors to share their expertise and careers with students either during lunch periods or after school. Some mentors volunteer their time while others are paid by funds from a grant provided by the local Partnership for Business and Education.

Enrichment activities include Kids' Clusters, a program designed to offer children an in-depth, extended experience in a special subject area of their choosing. All students have an opportunity to choose an area that they like to investigate. The librarian, computer, art, music, and physical education teachers organize a three-week enrichment program. Each special subject teacher designs projects or a course for students. A brochure describing the projects and courses is published for students in grades 1-3. Students choose a course they want to attend. Without exception students get their first choice, and spend a week working with a teacher on a self-selected project that they particularly enjoy. Surveys of both teachers and students unanimously endorse Kids' Clusters.

Another unique aspect of *Kids' Cafe* is parental involvement. Last year, parents were invited to participate in the last *Kids' Cafe* with their children. Parents and students embraced this idea enthusiastically. The exhibits and performances represented a wide array of interests as parents modeled and worked with their children. One father and son built an exact replica of the New England home belonging to their cousin and well-known artist, Edward Hopper. The model home was decorated with miniature paintings that father and son made to show Hopper's work. A father and daughter really wowed the second graders with a dance routine. Molly, her younger brother, mother and family dog, Thunder, astounded the audience with a performance of a mystery they wrote. The third graders found a mother and son's scientific experiment on rain fascinating.

A committee composed of parents and teachers is exploring other possible enrichment activities. An outdoor garden was established this fall and will add another dimension for student investigation and exploration; thus allowing students whose area of interest in nature to be nurtured.

As Daniel predicted, the kids love Kids' Cafe. Kids know that the *Kids' Cafe* offers them a comfortable and safe place to share their interests and burgeoning talents. The main objectives of **Challenge Through Enrichment: Kids' Cafe** are:

- To provide a variety of forums for all students to test, explore, and showcase interests and talents.
- To identify the existing talent pool in the school.
- To provide an outlet for supplementary expression of research and study skills taught in class.
- To advance students' knowledge and skills in areas of personal interest and ability through mentors.
- To encourage students to take risks.

- To provide time, space, as well as adult mentors to support student endeavors without intruding on class time.
- To foster a respect for the diversity of student interests and abilities in school setting.
- To present an experiential base for knowing about future career opportunities.

2. List the specific Core Curriculum Content Standards, including Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

Kids' Cafe provides an innovative model for implementing the Cross-Content Workplace Readiness Skills by fostering career planning, use of technology, critical thinking, problem solving, and self-management skills. Participation in *Kids' Cafe* begins with students completing an application form that requires them to write a brief description of their project as well as list materials needed for the exhibit or performance. Students are encouraged to assume the responsibility for remembering important due dates, planning, organizing, and practicing. Most often students collaborate on performances and exhibits, which provides a natural format for decision-making and problem solving. In addition to providing students with a platform for performing and exhibiting, students may participate in *Kids' Cafe* by serving as a technician, stage hand, producer, announcer, or historian. To apply for these positions, students complete an application and interview with the teacher leader imitating a real life scenario. No student is denied a job.

Working in *Kids' Cafe* forces students to apply Workplace Readiness Skills in a meaningful and relevant way. Stage hands collect the equipment needed for performances such as chairs, tables, mats, etc. They also decide how to best display the student exhibits and must deal with the problems presented by the limited space available. The producers help schedule performances. This requires that they think about time as well as spacing acts. The crew works during the Cafe. They are responsible for making changes and additions needed for each act. Announcers introduce the performers, which includes writing the script for the introductions. Technicians record the cafe performances and exhibits by learning how to use a video, digital and conventional cameras. The student photographs are then displayed in the center foyer after each *Kids' Cafe*. On rainy days, students look forward to viewing the video cassette tapes of previous Cafes. The historians and a parent put together a scrapbook chronicling the *Kids' Cafe* for the year.

Not only does *Kids' Cafe* utilize the Cross-content Workplace Readiness Standards, but also fosters the application of Language Arts Literacy Standards in a natural, relevant, and purposeful manner. Children use these standards in a number of interesting and unique ways such as learning how to perform magic tricks, demonstrating Karate moves, reading poetry, sharing child-authored books, showing off collections, creating original dances and songs, constructing models from Legos and other materials, displaying handcrafts, writing original skits, juggling, and offering soccer demonstrations. In one Cafe, Leslie wrote and directed a play with her peers; Brian talked about his coin collection; three boys demonstrated how a volcano works; and Dharti performed and explained an authentic Indian dance in her native dress. *Kids' Cafe* provides all students with opportunities to read, write, speak, view, and listen by participating in cafe, working in cafe or being part of the audience.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessment and data to show how the practice met these needs.

Kids' Cafe has evolved into a program that is valued by the entire school community. One measure of success is the enthusiastic support among members of the school community for the program. Teachers support the program because it offers an authentic audience for classroom projects and units of study. Parents resolutely endorse the program, because it provides a comfortable and secure stage for their youngsters to show off the things that they are learning and enjoying outside of school. The kids love *Kids' Cafe* because they know all performances and exhibits are valued and respected by teachers, parents, and peers regardless of imperfections and mistakes. Students understand that Cafe is an opportunity to try new things without worrying about what will people think. They like the fact adults are available to help them. *Kids' Cafe* is a very powerful and positive influence on the learning climate and respectful atmosphere that exists in the school

Student performers and exhibitors are models for their peers and encourage increased participation. The first Kids' Cafe opened in October 1997. Since the first *Kids' Cafe*, when the superintendent cut the ribbon at the grand opening ceremony, participation in the Cafe has grown tremendously. So popular is the program that 438 names appeared on last year's list of participants, though the student population is only 420. Student names are listed every time they perform, exhibit, or participate in mentor workshops.

Two local associations recognized *Kids' Cafe*. The Mark of Distinction Award sponsored by the Partnership for Business and Education provided a \$2500 grant to *Kids' Cafe* because it supported the Workplace Readiness Skills in an innovative and developmentally appropriate manner for primary school children. The Education Foundation also lent its support and endorsement with a \$500 grant to pay for mentors.

4. Describe how you would replicate the practice in another school and or district.

The *Kids' Cafe* Committee is considering creating a professional, videotape cassette describing the program and highlighting students' participation in the program. Clips from existing videotapes and digital photos will be used to produce the final video, which will introduce other schools and district to the practice. The video would include specific examples to demonstrate how the program champions Howard Gardner's Theory of Multiple Intelligences, capitalizes on Renzuilli's Enrichment Triad Model, and supports the NJ Core Curriculum Standards including the Cross-Content Workplace Readiness Standards. In addition to the video, a brochure/handbook with photos taken by the digital camera will be developed to describe the steps, procedures, and processes used to implement *Kids' Cafe*. *Kids' Cafe* will continue to evolve and grow as the teachers and parents find new ways to nurture to students' interests and talents.